# CENTRAL FALLS HIGH SCHOOL

# HIGHLIGHTS FROM THE 2014-2015 SCHOOL REFORM PLAN (SRP)

## BOARD OF TRUSTEES MEETING

### SEPTEMBER 16, 2014

# Agenda for Tonight

## 1. Overview of SRP Process

- Structure of SRP
- Timeline of SRP 2014-2015

## 2. For each of the three SRP goals, we will discuss:

- Learnings from last year
  - Data-based indicators
  - Areas of strength; areas in need of improvement

- 2-3 key questions
  - To guide data collection and decision-making

- Next steps
  - Approved by RIDE in the "Dashboard"

# Structure of SRP

The SRP contains the following components for each of our three goals:

-Learnings from SY 2013-2014

-Theory of Action

-Data Plan
◦ Questions to ask about changes in adult behavior/ student outcomes
◦ Data we collect to help answer these questions
◦ Who collects the data; who will look at the data; how often
◦ What decisions do these data help us make

# SRP Timeline

Most Recent Cycle:

- August 24, 2014: SRP due to RIDE

- August 26, 2014: Facilitated meeting with RIDE

- September 3, 2014: Plan and Dashboard formally approved by RIDE

Upcoming Quarterly Reporting Dates:

- October 24, 2014

- February 23, 2015

- May 22, 2015

- August 10, 2015

# A Focus on Three Goals

★ Increasing Graduation Rate

★ Increasing Math and ELA Scores

★ Improving School Climate and Culture

*Integration of*
## Equity
*throughout all three goals*

# Goal 1: Learnings 2013-2014

- **2012-2013 4 yr. Graduation Rate** *(Students Entering Grade 9 in 2009-10)*: 74% graduated in four years; 15% dropped out; 2% received GED; 10% still in school. *(Data source: Infoworks)*

- **2012-2013 5yr. Graduation rate** *(Students Entering Grade 9 in 2008-09):* 70% graduated in four years; 5% graduated in five years; Overall, 75% graduated in five years. *(Data source: Infoworks)*

- Students need to develop  an increased awareness regarding the number credits and PBGRs they have accumulated throughout their high school career. Advisory program should support students in monitoring their progress toward graduation.

- Area for improvement: Our systems for efficiently collecting and monitoring data on enrollment and credit acquisition in multiple pathways programs.

# ⭐ Goal 1: Guiding Questions

## Key Questions: Adults

❖ *To what degree are Advisors implementing Personalized Learning Plan and PBGR system as written?*

❖ *Do adults have a common understanding of MPW programming?*

❖ *Do adults have a common understanding of what wraparound services are available?*

## Key Questions: Students

❖ *Are students meeting benchmarks in the Personalized Learning Plan and PBGR processes?*

❖ *To what degree are students acquiring needed credits in multiple pathways programs?*

❖ *To what degree are students with LEP accessing varied course curricula and school wide resources and activities?*

# ★ Goal 1: Next Steps

**Graduation/drop out goal data to be collected and analyzed:**

- Advisory data
  - Percentage of students completing Personalized Learning Plan activities during advisory (student advisory survey)
  - Staff survey data on advisory practices

- Development of wrap around services template

- Development of  Multiple Pathways data base for course completion

- Enrollment
  - Proportion of LEP student enrolled in  higher level courses (e.g., AP biology, AP chemistry)

# Goal 2: Learnings 2013-2014

- Gaps in learning in both ELA and Mathematics for English Language Learners and students with IEPs
  - **October 2013 Math NECAP**:
    - *LEP Students:* 4% proficient; 15% all other students proficient
    - *IEP Students* = 0% proficient; 16% all other students proficient
  - **October 2013 Reading NECAP**:
    - *LEP Students* = 4% proficient; 60% all other students proficient.
    - *IEP Students* = 26% proficient; 61% all other students proficient.

- Teacher PD Experiences
  - 16 teachers were trained in Intro to SIOP model; 100% of teachers report that the knowledge and skills gained from PD were directly relevant to a need in their classrooms, is easily transferrable, and will be helpful to their students.
  - 10 teachers were enrolled in ESL certification program through the RIC partnership January 2014-May 2014; 10 additional teachers will be enrolled in January 2015.

- Common Planning Time (CPT)
  - 44 teachers responded to a survey on CPT. Data show that 81% of staff agree that CPT is focused on student outcomes; while 67% of staff report that students benefit from their work in CPT.

# ⭐ Goal 2: Guiding Questions

## Key Questions: Adults

❖ *To what extent are teachers using the practices learned from the PD in their instruction? What additional PD or support is needed?*

❖ *What impact does CPT/ PLC have on how teachers monitor student progress, develop/ revise curricula, and improve instructional practice?*

## Key Questions: Students

❖ *Are students at CFHS, including students from all subgroups, part of the progress monitoring systems (e.g., STAR assessment)? Do we need additional types of progress monitoring systems?*

❖ *Are all students meeting their growth targets?*

❖ *Are all students meeting proficiency on common course assessments and PBGRs?*

# Goal 2: Next Steps

**Math/ELA goal data to be collected and analyzed:**

- STAR Math and Reading data
  - Overall by grade level
  - Student subgroups
  - RtI

- Seminar 9 Data
  - Walk through data on teaching and learning activities
  - STAR Math data for participating students

- Centers/Model Classes Inclusion
  - PD evaluation data
  - Number of teachers participating in model classrooms
  - Walk through data on teaching and learning activities

# Goal 3: Learnings 2013-2014

- Instructional Lead Teachers (ILTs) and Professional Learning Communities (PLCs)
  - Approximately 50 faculty members have had 4 days of professional development in Professional Learning Communities over the past two years.
  - Instructional Lead Teachers (ILTs) were identified as CPT facilitators.
  - Dean of Pedagogy provides training, guidance and support to ILT and to CPT teams.

- Attendance data
  - *Infoworks* 2012-13 Attendance rate = 83%; Chronic Absenteeism = 43%.
  - 2013-2014 Yearly attendance rates (Skyward/ MMS): Grade 9 = 89%; Grade 10 = 85%; Grade 11 = 89% Grade 12 = 89%

- Student discipline referrals
  - Total number of student referrals for the 2012-2013 school year = 3815
  - Total for the 2013-2014 school year= 3542.

# ★ Goal 3: Guiding Questions

## Key Questions: Adults

❖ *Does the ILT need additional support in facilitating CPT? Are teachers using data in CPT and PLCs to improve practice and student outcomes?*

❖ *To what degree are teachers using culturally responsive practices and personalized learning approaches?*

❖ *To what degree are adults engaging family and community partners in 2-way conversations?*

❖ *How effective is our protocol for monitoring student attendance?*

## Key Questions: Students

❖ *Are disciplinary referrals decreasing overall and for student subgroups?*

❖ *Are students engaging in the school community (overall and for student subgroups)?*

❖ *How effective are our student leadership programs?*

❖ *Are student attendance rates increasing for the school and for all subgroups?*

# ⭐ Goal 3: Next Steps

**Climate and culture data to be collected and analyzed:**

- Daily attendance data, including chronic absenteeism
    - School
    - Subgroups
        - Grade
        - LEP
        - IEP
        - Programs

- Staff survey data on two-way communications, culturally responsive practices, and personalized learning approaches

- Number of student referrals and conferences

- Student engagement data
    - Attendance data from community forums
    - Percentage of students who are participating in Individualized Education Plan (IEP) meetings